

THE EFFECT OF USING PICTURE SERIES ON READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMPN 40 PEKANBARU

Lola Novita Hendra, Dr. Afrianto, M. Ed, Drs. Supriusman, M. A
Email: Lola.hendra22@gmail.com , afrianto.a@lecturer.unri.ac.id , supri62@yahoo.co.id
Cp:085375602470

*English Study Program`
Language and Arts Department
Faculty of Teacher Training and Education
Universitas Riau*

Abstract: *This study aims at finding the effect of picture series on reading comprehension of the second year students of SMPN 40 Pekanbaru. The method used in this study was quantitative research and the research design was quasi-experimental study. The researcher used Cluster Random Sampling technique to choose the sample. For 165 students of the population, class VIII B was chosen as the experimental class and VIII D as control class. The instrument of this research was in form of multiple choices test for pre-test and post-test. The test was narrative text and there were 30 multiple choice items for each test. The researcher used formula t-test to analyze the data. The result of this study shows that there was a significant difference on students' reading comprehension of narrative text by using picture series and without using picture series. The mean score for experimental class was 61.5 (pre-test) and 83.8 (post-test). The mean score for control class was 71.8 (pre-test) and 82 (post-test). It can be seen that on the $df = 81$ in the degree of significance 5%, the value of degree significance is 1.98. By comparing the value t_o and t_t the result showed that t_o is higher than t_t ($t_o > t_t = 5.44 > 1.98$). The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore It can be concluded that there is a significant effect of using picture series on reading comprehension of the second year students of SMPN 40 Pekanbaru.*

Key words: *Effect, picture series, reading comprehension*

PENGARUH DARI PENGGUNAAN PICTURE SERIES TERHADAP PEMAHAMAN MEMBACA SISWA TAHUN KEDUA DI SMPN 40 PEKANBARU

Lola NovitaHendra, Dr. Afrianto, M. Ed, Drs. Supriusman, M. A
Email: Lola.hendra22@gmail.com, afrianto.a@lecturer.unri.ac.id , supri62@yahoo.co.id
Cp:085375602470

Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstract: Penelitian ini bertujuan untuk mengetahui pengaruh dari penggunaan Picture Series terhadap pemahaman membaca siswa tahun kedua di SMPN 40 Pekanbaru. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif dan quasy eksperimen. Peneliti menggunakan teknik cluster random sampling untuk memilih sampel. Dari jumlah populasi sebanyak 165 siswa, kelas VIII B terpilih sebagai kelas eksperimen dan kelas VIII D terpilih sebagai kelas kontrol. Instrumen dari penelitian ini adalah pilihan ganda untuk pre-test dan post-test. Tes ini adalah narrative text dan terdiri dari 30 soal pilihan ganda pada setiap tes. Peneliti menggunakan rumus t-test untuk menganalisis data. Hasil dari penelitian ini menunjukkan bahwa adanya perbedaan yang signifikan terhadap pemahaman membaca siswa tentang narrative text dengan menggunakan picture series dan tanpa menggunakan picture series. Nilai rata-rata pada kelas eksperimen yaitu 61.5 (pre-test) dan 83.8 (post-test). Nilai rata-rata pada kelas kontrol yaitu 71.8 (pre-test) dan 82 (post-test). Hal ini bisa dilihat bahwa $df=81$ pada taraf signifikan 5%, nilai dari taraf signifikan ini adalah 1.98. Dengan membandingkan nilai t_0 dan t_t , hasilnya menunjukkan bahwa t_0 is higher than t_t ($t_0 > t_t$ $=5.44 > 1.98$). Alternatif hipotesis diterima dan null hipotesis ditolak. Oleh karena itu, dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan picture series terhadap pemahaman membaca siswa tahun kedua di SMPN 40 Pekanbaru.

Kata Kunci : Pengaruh, picture series, pemahaman membaca

INTRODUCTION

English is considered as the most important language that should be learnt, because nowadays English is widely used for international communication. There are four English language skills that have to be taught, they are listening, speaking, reading and writing skills. As one of the four language skills, reading skill becomes very important in the education field, because the success of learning of any subject matter depends on the competence of reading comprehension. The functions of reading are also for finding and understanding information in terms of what is already known.

According to Tarigan (1990) reading is a process that the students need to understand group of words in the form of a certain units and knowing the meaning of each word. In reading, it will be easy for the readers to gain the comprehension when they are able to manage every parts of the text.

Doyle (2004) explains that “comprehension is a skill to get the meaning in the beginning and continue to get the meanings of an entire reading selection”. The students need to comprehend a text they read, so that they can understand and get the information from what they read.

Based on an informal interview between the teacher and the researcher in SMPN 40 Pekanbaru, the teacher claimed that the second year students still have lack ability on reading comprehension. The data were revealed from the second year students’ score of exercises and semester test. It was found that the second year students had difficulties in understanding and answering the questions about the text. There were two difficulties that the students faced in reading comprehension. First, they lacked of vocabulary mastery, so they had difficulty in understanding and getting the information of the text. Second, the students lacked of motivation in reading English text. So, they tended to copy their friends’ work, or just copied the text that they thought related to the question.

Usman (1995) explains that the learning can be more successful if it involves some kinds of media than without having one. It means that the use of media can help the students in teaching learning process. The media is needed to make the material of teaching be more interesting. The kinds of media that can be used in teaching learning process are like video, film, pictures, and so on. One of these visual media that can be used in teaching reading is picture.

Wright (1989), explains about the use of pictures can be a good starting point to help the students develop their reading skills. Through the pictures, the students can get the information that will help them predict what the text tells about. It makes the students recognize the meaning of the text more quickly than they have to know and sort it from what they hear or read. He also states that there are many kinds of pictures that can be used in teaching learning activities such as individual pictures, picture in series, and composite pictures. In this case, the researcher decided to use picture in series or also known as picture series to solve the problems of the second year students of SMPN 40 Pekanbaru in reading comprehension.

According to Breitzkreuz (1972) picture series are some pictures representing continuous events of a story with important information. It can make the students become interested and motivated in teaching learning process. Even when the students have lack on the vocabulary; they still can illustrate what are on the text by looking at the pictures. At least, they know some of events on the text.

The researcher thought that the students could see many activities in the pictures and it made them get more information from the pictures. In this case, picture series can

help the students comprehend the reading text. It is expected to help the students in illustrating the meaning when they have some difficult words in the text. Picture series can be taken from printed texts, calendar, tourism poster, or from the pictures on the internet. In this research, the pictures were taken from internet.

Based on the reasons above, the researcher is interested in conducting research entitled *The Effect of Using Picture Series on Reading Comprehension of the Second Year Student at SMPN 40 Pekanbaru*.

METHODOLOGY

Research Design

This research aims to identify the effects of using picture series on students' reading comprehension of second year students of SMPN 40 Pekanbaru in reading comprehension. It was also expected to help the student's understand the reading text easily. For that reasons, the researcher applied an experimental research. It had purpose to know whether the use of picture series is effective or not in the teaching reading. The research design was Quasi-experimental study.

The researcher used Cluster Random Sampling technique to choose the sample. For 165 students of the population, class VIII B was chosen as the experimental class and VIII D as control class.

The experimental class was taught reading of narrative text by using picture series, and then the control class was taught reading of narrative text without using picture series.

Instruments Technique and Analysis

Quantitative data were used in this research. The technique of data collection was through test (multiple choice questions). The test about the narrative text in multiple choices was used to know the students' reading comprehension before and after giving the treatment, whether they have better achievement or the same as before. The test was used to measure the students' competence through collecting the subjects' score in reading comprehension.

The result of pre-test and post-test were collected and compared to know the effectiveness of using picture series in teaching reading of narrative text.

After collecting the data, the researcher processed and analyzed the data. The researcher used quantitative analysis. This is to find out the differences of students' score by using picture series and without using picture series. The researcher used this

$$\text{formula: } t_o = \frac{M1 - M2}{SE_{M1-M2}}$$

t_o = The value of t observation

M1 = Mean of the differences of Experiment Class

M2 = Mean of the differences of Control Class

SEM1= Standard error of Experiment Class

SEM2= Standard error of Control Class

RESEARCH FINDINGS

The data were collected by giving pre-test and post-test to the students. The students were required to finish the test which consisted of 30 questions about narrative text. The pre-test was given at the beginning of the research to find out the students' reading comprehension before the treatment. Furthermore, the second test was given after the treatment had been applied.

The experimental class and control class taught in different techniques in teaching reading. The experimental class was taught narrative text using picture series, whereas the control class was taught narrative text using questioning and answering technique without picture series. The data shown in this part were collected from students' test score were per-test and post-test of both experimental class and control class.

The Data of Control Class

The table below describe about the score of pre-test and post-test in control class.

Table 1. The Score of Pre-Test and Post-Test Control Class

Students	Pre-Test	Post-Test	Gain Score
25	60	90	30
41	60	87	27
3	57	80	23
9	57	80	23
6	73	93	20
29	70	90	20
1	73	90	17
2	70	87	17
7	50	67	17
19	73	90	17
30	70	87	17
31	73	90	17
14	67	83	16
38	67	83	16
12	73	87	14
33	73	87	14
36	73	87	14
27	67	80	13

4	77	87	10
5	60	70	10
17	73	83	10
32	60	70	10
16	83	90	7
24	73	80	7
37	80	87	7
20	77	83	6
11	83	87	4
34	83	87	4
10	77	80	3
13	67	70	3
15	87	90	3
23	77	80	3
26	87	90	3
39	67	70	3
40	67	70	3
8	77	77	0
18	70	70	0
22	77	77	0
28	70	70	0
21	90	87	-3
35	77	70	-7
$\sum n = 41$	$\sum X_0 = 2945$	$\sum X_1 = 3363$	$\sum X_2 = 418$
AVERAGE	71.82	82.02	10.19
MAX	90	93	
MIN	50	67	

Table 1 shows that from 41 students in this control class, the mean score of pre-test is 71.8, 82.02 in the post-test, and the gain score is 10.19. Based on the description above, the highest score in pre-test is 90 and the highest score in post-test is 93. Meanwhile, the lowest score in pre-test is 50 and the lowest score in post-test is 67.

The student no. 25 got 60 in pre-test and got 90 in post-test which become the highest gain score in this class. This might be the student did not understand about the lesson because it was not taught yet. After the pre-test they were taught about this lesson and this student can reach good score in the post-test. It means that he could understand the material as well.

Not all students have improved their score. Some other students have lower score in their post-test. For example, the score of student no. 21 decreased. This student got the highest score in pretest but his score decreased in post-test. It is probably because this student was satisfied at his first score and did not study hard for the next test.

The data show that the score in post-test increased although the students were taught without picture series, but the gain score is not extremely high.

The Data of Experimental Class

The table below describe about the score of pre-test and post-test in experimental class.

Table 2. The Score of Pre-Test and Post-Test of Experimental Class

Students	Pre-Test	Post-Test	Gain Score
13	53	100	47
25	43	83	40
41	50	90	40
8	53	90	37
17	43	80	37
11	60	93	33
33	47	80	33
2	57	87	30
14	57	87	30
20	53	83	30
22	53	83	30
7	60	87	27
9	43	70	27
24	60	87	27
27	63	90	27
29	60	87	27
31	60	87	27
42	63	90	27
39	57	83	26
18	63	87	24
23	50	73	23
36	60	83	23
38	50	73	23
40	67	90	23
12	53	73	20
19	67	87	20
34	63	83	20
37	70	90	20
4	73	90	17
21	70	87	17
3	57	73	16
6	67	83	16
10	73	87	14
28	70	83	13
30	70	83	13
1	80	90	10

5	60	70	10
32	87	97	10
16	67	73	6
35	70	73	3
15	70	70	0
26	87	87	0
$\sum n =$ 42	\sum $X_0 = 2579$	\sum $X_1 = 3522$	$\sum X_2 =$ 943
AVE	61.4	83.8	
RAGE	0	5	22.45
MAX	87	100	

Table 2 shows that from 42 students in this experimental class, the mean of pre-test is 61.40, 83.5 in post-test and 22.45 for the gain score. Based on the description above, the highest score in pre-test is 87 obtained by two students and the highest score in post-test is 100 obtained by one student. Meanwhile, the lowest score in pre-test is 43 obtained by three students and the lowest score in post-test is 70 obtained by three students. For the differences between the score in pre-test and the score in post-test, it can be concluded that there is a positive effect of using picture series in teaching reading comprehension of narrative text.

The Comparison between the Experimental Class and Control Class

The table below describe about the comparison between the score of the experimental class and control class.

Table 3. The Comparison between the score of Experimental Class and Control Class

Students	Experiment Class (X)	Control Class (Y)	X (X - MX)	y (X - MY)	x^2	y^2
	$\sum X = 22.45$	$\sum Y = 10.19$	$\sum x = 0.1$	$\sum y = 0.21$	$\sum x^2 = 4792.3$	$\sum y^2 = 2964.19$

X = Gained score of the experimental class

Y = Gained score of the control class

x = The different value of X after compare with the mean of gained score of the experimental class

y = The different value of Y after compare with the mean of gained score of the control class

x² = The square value compare to the mean of gained score of the experimental class

y² = The square value compare to the mean of gained score of the control class

The data were collected from the result of the experimental class using picture series showed that the gain score is 22.45 and the gain score of the control class is 10.19. The different value of X after compared with the mean of gained score of the experimental class is 0.1 and the different value of Y after compare with the gained score of the control class is 0.21. The square value compared to the mean of the gained of the experimental class is 4792.3 the square value compared to the mean score of the control class is 2964.19.

Table 4. The Comparison between Students' Ability in Experimental Class and Control Class in Each Aspect of Reading in the Pre-test and Post-Test

NO	Aspects of Reading	Percentage (Pre-Test) Control Class	Percentage (Post-Test) Control Class	Gain	Gain	Percentage (Pre-Test) Experimental class	Percentage (Post-test) Experimental class
1	Generic Structure	80.97%	78.04%	-2.93%	11.43%	71.42%	82.85%
2	Characteristic	76.58%	81.95%	5.37%	32.85%	56.19%	89.04%
3	Main idea	80.00%	80.97%	0.97%	15.24%	63.33%	78.57%
4	Reference	67.31%	77.56%	10.25%	17.14%	59.52%	76.66%
5	Vocabulary	58.04%	99.51%	41.47%	42.38%	54.28%	96.66%
6	Moral Value	74.63%	73.17%	-1.46%	17.62%	63.80%	81.42%

Table 4 shows that comparison of the percentage between control class and experimental class of pre-test and post-test in each aspects. In aspect of 'characteristic', 'main idea', 'reference', and 'vocabulary' the both classes are significantly increased, but the score of 'moral value' and 'generic structure' in control class decreased by -1.46% and -2.93%. It is probably because the students still difficult to find the moral value of the story and not focus in reading the text.

In control class, the percentage of vocabulary reached the highest score from 58.04% to 99.51%. The researcher assumed it is because the students in this class could remind as well the vocabulary was learned in teaching learning process. The students in this class seemed to focus in vocabulary than other aspects. It is proved that the score of

the other aspects only increased by a view percent. Moreover, two aspects are decreased.

As we can see that the students' average score significantly increased for all aspects in the experimental class. The highest gain score of the aspects in this class is 'vocabulary'. It is probably because these students were asked to find the difficult words and translate them into Indonesian in the treatment. It made them easy to remember the words and got highest score in vocabulary aspect.

It can be seen that the students' score in the control class is increased after the treatment without using picture series in some aspects, but not as high as in the experimental class. It can be concluded that "Using Picture Series" as a teaching media in reading gives significant difference on the students' achievement in reading comprehension.

Data Analysis

The formulation of t-test as follow:

$$t_o = \frac{M1 - M2}{SE_{M1-M2}}$$

Determining t_o with formula:

$$t_o = \frac{M1 - M2}{SE_{M1-M2}} = \frac{22.45 - 10.85}{2.13} = \frac{11.59}{2.13} = 5.44$$

Determining Degrees of Freedom (df), with formula:

$$\begin{aligned} df &= (N_1 + N_2) - 2 \\ &= (42 + 41) - 2 \\ &= 81 \end{aligned}$$

The value of df 81 at the degrees of significance 5 % or t_t is 1.98. $5\% = t_o > t_t = 5.44 > 1.98$.

CONCLUSIONS AND RECOMMENDATION

Based on the research findings, it can be shown that using picture series is effective to teach reading since there is an improvement that the students made. It can be seen that there was the difference in gained score between experimental class that was taught using picture series and the control class that taught without using picture series. The mean score for experimental class was 61.5 (pre-test) and 83.8 (post-test). The mean score for control class was 71.8 (pre-test) and 82 (post-test). The gain score in the experimental class is higher than control class ($22.45 > 10.19$).

Furthermore, it was found out that *the $df = 81$ in the degree of significance 5%, the value of degree significance is 1.98*. By comparing the value t_o and t_t the result showed that t_o is higher than t_t ($t_o > t_t = 5.44 > 1.98$). The score t -observation (5.44) was higher than the t -table (1.98). It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

It can be concluded that the implementation of using picture series has beneficial effects in teaching reading comprehension.

Based on the conclusion above, the researcher suggests this technique can be applied not only in teaching reading, but also in teaching other skills in English. Teacher can do some improvisation based on students' needs.

This technique can also be applied in teaching not only narrative text but also other texts. The following researcher can conduct another research in the same field by using other research designs to get more accurate result. The method of qualitative research is recommended. It is to know and develop the reasons of the increase and the decrease of the students' score in each aspects of reading in experimental class and control class.

BLIBIOGRAPHY

Breitkreuz, Harmut. 1972. *Picture Series in English Language Teaching*. English Teaching Forum.

Doyle, B.S. 2004. *Main Idea and Topic Sentence*. London: Ward Lock educational.

Tarigan, H. G. 1990. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung : PT. Angkasa.

Thornbury, S. 2006. *How to Teach Reading*. Harlow, England: Longman.

Usman, M. U. 1996. *Menjadi Guru Profesional*. Bandung : PT. Remaja Rosdakarya.

Wright, A. 1989. *Pictures for Language Learning*. Cambridge : Cambridge University Press.